

Guided Reading Lesson

Look for evidence that the teacher:	
<p><i>Selection and Preparation</i></p> <ul style="list-style-type: none"> • Uses assessment as evidence to support the text level and the particular selection? • Expresses sound rationales for the grouping? • Prepares a brief introduction to the text that matches the strengths and needs of the particular readers? 	
<p><i>Introduction to the Text</i></p> <ul style="list-style-type: none"> • Engages the student in a conversation that sets them up for successful reading? • Provides a brief, well-paced guide through some, but not every page of the text? • Attends to the meaning, the language (including two or three essential new and important words) in context? • Attends to special print or text features that may be new? • Helps the students understand how the book works? 	
<p><i>Reading the Text</i></p> <ul style="list-style-type: none"> • Supports the students' ability to self monitor their ready? • Supports the students' ability to search for and use all sources of information? • Uses prompts that are not specific to the book but that foster problem-solving by the reader (strategic actions)? • Helps students take words apart on the run using several sources of information? • Supports the readers' ability to initiate problem-solving behaviors? • Has helped students learn how to initiate worthwhile independent work if finished before others (e.g. reading, writing about reading)? 	
<p><i>Discussing and Revisiting the Text</i></p> <ul style="list-style-type: none"> • Helps readers give immediate attention to the full meaning of the text (thinking within, beyond, and about the text)? • Promotes sharing of thinking, not teacher-student questioning only? 	
<p><i>Teaching Points (Generative Learning)</i></p> <ul style="list-style-type: none"> • Selects from immediate observations one or two teaching points to demonstrate, prompt for or reinforce strategic actions that can be applied to other texts? 	
<p><i>Word Work (optional)</i></p> <ul style="list-style-type: none"> • Preplanned work that helps students learn how to take words apart (not words read incorrectly from the book)? • Provides two or three minutes of fast –paced attention to letters, words and how they work? • Supports flexibility and quick word recognition? 	